



EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER, TYPES OF SCHOOL AND TEACHING EXPERIENCES

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ABSTRACT

Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and influence one's own emotions as well as the emotions of others. For secondary school teachers, EI is particularly significant as it affects their interactions with students, colleagues, and the broader school environment. Teachers with high emotional intelligence can foster positive classroom atmospheres, handle stress effectively, manage classroom dynamics, and build strong relationships with students, which ultimately enhances learning outcomes. The purpose of this study is to examine the difference in the level of Emotional Intelligence of senior secondary teachers with respect to their gender, kind of school, and years of teaching experience. For the study, a descriptive research design was adopted and for sampling, purposive random sampling was used to select 113 secondary school teachers of secondary schools in Patna district.

The findings revealed no significant difference in emotional intelligence based on gender and types of school. Additionally, there exists a significant difference between the level of Emotional intelligence of secondary school teacher's with respect to their teaching experiences. Teachers with less experience had higher levels of emotional intelligence than those with more years of teaching experience in the classroom, which facilitated student engagement and classroom management.

The study highlights the importance of fostering emotional intelligence in teachers through professional development programs, as higher Emotional intelligence can enhance their effectiveness and resilience in the classroom. These findings suggest that tailored training that considers gender dynamics, school type, and experience levels could further strengthen teachers' emotional capabilities and improve educational outcomes.

KEYWORDS: Emotional Intelligence, Secondary School Teachers, Gender, School Type, Teaching Experience, Professional Development

INTRODUCTION

Education is a source of power that influences all aspects of life, provides a strong basis, and brings about changes. The only thing that can make man realize how compassionate he is and make him act in ways that serve other individuals is education. The process of education should be used to accomplish the goals of eliminating the influence of all unwanted powers in our society and fostering emotional wellness in every citizen so they can live peaceful, fulfilled, and prosperous lives. One essential component of the educational system is teacher education. It is closely related to society and streamlined by a country's ethics, values, and character. Teaching is a challenging profession with a wide range of applications. It is based on firmly established information, abilities, and characteristics of learned individuals that have been passed down through the ages.

Teachers hold a higher responsibility for the total enhancement of students' intellectual, emotional, mental, and physical development. In along with emphasizing intellectual success, they also need to pay attention to the students' emotional domain. An emotionally intelligent teacher is one who practices and internalizes emotional intelligence on a daily basis, leading to a more fulfilling and prosperous job and personal life. These educators are rarely under pressure and know when to be more

proactive and resilient when faced with different circumstances. Students' emotional development is the responsibility of the school and their teachers. Teachers occupy a significant mental space in the minds of their students. Therefore, a teacher ought to make an effort to model the behaviour he wants from his students.

Emotional intelligence

Emotional Intelligence (EI) refers to the ability to recognize, understand, manage, and influence one's own emotions and the emotions of others. It is a key factor in personal and professional success, as it impacts how individuals communicate, handle stress, resolve conflicts, and empathize with others. Introduced in the early 1990s by psychologists Peter Salovey and John Mayer, and later popularized by Daniel Goleman, emotional intelligence has since become a fundamental concept in psychology, education, and business.

Components of Emotional Intelligence

Emotional intelligence is often broken down into five key components: Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills. Secondary school teachers are at the forefront of adolescent development, where students face various emotional and psychological challenges. During this stage,

students are navigating personal identity, peer relationships, academic pressures, and social expectations. Teachers with strong emotional intelligence can provide essential emotional support and create a conducive environment for learning. Such teachers are likely to exhibit empathy, maintain positive communication, and manage conflicts effectively, which not only improves student behaviour but also enhances overall academic achievement.

Importance of Emotional Intelligence for Secondary School Teachers

1. **Classroom Management:** Teachers with high EI can manage disruptive behaviour more effectively by understanding the emotional needs and triggers of students. They remain calm under pressure, preventing negative emotions from escalating classroom conflicts.
2. **Building Positive Teacher-Student Relationships:** Empathy enables teachers to better understand the challenges their students face, such as peer pressure, identity development, and academic stress. Emotionally intelligent teachers foster trust and create a supportive environment where students feel comfortable sharing their problems.
3. **Motivating and Engaging Students:** Emotionally intelligent teachers can use their motivational skills to inspire students, especially those who may struggle with self-confidence or academic motivation. They recognize the emotional ups and downs of adolescence and offer support, encouragement, and guidance.
4. **Enhancing Communication:** Teachers with strong EI can communicate clearly and effectively with both students and colleagues. They are better listeners, can pick up on non-verbal cues, and adjust their communication style to meet the emotional and developmental needs of teenagers.
5. **Handling Stress:** Teaching can be emotionally demanding, especially at the secondary level. Teachers with higher emotional intelligence are better equipped to handle stress and avoid burnout. They practice self-care, manage their workload, and regulate their own emotions to maintain emotional balance.
6. **Conflict Resolution:** Secondary school teachers often deal with conflicts among students. Teachers with high emotional intelligence can mediate conflicts by understanding the emotions behind the behaviour and guiding students toward constructive solutions.
7. **Fostering a Positive Learning Environment:** Emotionally intelligent teachers create inclusive, respectful, and emotionally safe classrooms. They promote emotional learning and encourage students to develop their own emotional intelligence, teaching skills such as empathy, self-regulation, and conflict resolution.

Emotional intelligence is a vital skill for secondary school teachers, enabling them to build stronger connections with students, manage classroom dynamics effectively, and enhance their overall professional well-being.

REVIEW OF LITERATURE

Gihar & Mishra (2018) in his study "A Comparative Study

of Emotional Intelligence in Secondary School Teachers" observed that there was no substantial difference in Emotional Intelligence between male and female secondary school teachers. There was also no difference observed among the urban and rural secondary school teachers with respect to their Emotional Intelligence.

Mohamad & Jais (2016) 'Emotional intelligence and job performance: a research among Malaysian teachers,' he wrote in his study. It discovered the flaw in the writing by looking into the role of emotional intelligence in instructors' work performance. The study investigates the link between emotional intelligence and job performance, which is divided into four dimensions: consciousness, self-awareness, self-motivation, and social competence (relationship management). Overall, this study adds to the literature on emotional intelligence by providing practical management implications for school administrators and the Malaysian education system.

Gharonta & Kumar (2014) Emotional intelligence as it relates to gender, stream, and social intelligence,' they found in their research. The goal of the study was to determine the social intelligence of student teachers based on their gender, major, and emotional intelligence. It was discovered that student teachers' social intelligence was influenced by their emotional intelligence. On the other hand, there was no variation in the social intelligence of educators based on gender or stream.

Adhikari (2011)⁴² conducted a study of Emotional Intelligence among Secondary School Teachers of Sikkim in relation to their Teaching Aptitude and found that male teachers, teachers with higher qualification and trained teachers had higher EI than their counterparts. Further most teachers of age group 41-50 had higher EI teachers and those with 6-10 years' experience also were high on EI. Teachers from general category also possessed high EI followed by OBC, ST and SC. Moreover, teachers from Private run institutions had high EI than those in Government schools.

Significance of the study

Teaching requires a variety of human abilities because it is a multifaceted, challenging endeavour. A successful teacher must possess a variety of qualities, including an ability regarding communication, understanding, inspiring and motivating pupils, friendliness, a positive outlook, moral integrity, intelligence, compassion for students, a sense of humour, and a commitment to their work.

This study on the Emotional Intelligence of Secondary School Teachers with respect to their Gender, Types of School, and Teaching Experience is significant for both theoretical understanding and practical application in the field of education. It explores how these factors influence teachers' emotional intelligence (EI), which plays a crucial role in effective teaching, classroom management, and student engagement.

The findings can help in designing targeted teacher training programs to enhance EI, leading to better stress management, improved teacher-student relationships, and overall teaching

effectiveness. Additionally, insights into gender-based and experience-related differences in Emotional Intelligence can guide school policies and recruitment strategies, fostering a more supportive and emotionally competent teaching workforce. This study contributes to improving both teacher well-being and student learning outcomes, ultimately strengthening the education system.

Objectives

The main objectives of this investigation are as follow :

1. To find out the level of Emotional Intelligence of secondary school teachers with respect to their gender.
2. To find out the level of Emotional Intelligence of secondary school teachers with respect to their type of school.
3. To find out the level of Emotional Intelligence of secondary school teachers with respect to their teaching experience.

Hypotheses

1. There is no significant difference in the level of Emotional Intelligence of secondary school teachers with respect to their gender.
2. There is no significant difference in the level of Emotional Intelligence of secondary school teachers with respect to their type of school.
3. There is no significant difference in the level of Emotional Intelligence of secondary school teachers with respect to their teaching experience.

RESEARCH METHODOLOGY

Survey Method is used by the investigator for data collection.

Population for the Study

The population of the present study consists of secondary school teachers particular from government schools of Patna District.

Sample

Purposive sampling technique has been employed to select the sample for the proposed study. The present study consists 113 teachers drawn from the secondary schools of Patna district, Bihar state.

Method of Research

For this study, a descriptive and survey research design was used. Data pertaining to emotional intelligence has been gathered for this study with the help of Emotional Intelligence Scale (EIS): Standardized and cross validated by Anukool Hyde, Samjoyot Pethe, Upinder Dhar.

Statistical Techniques

Mean, t- test, and ANOVA

Analysis and Interpretation of Data

Ho1: There is no significant difference in the Emotional Intelligence of secondary school teachers of Patna District on the basis of gender.

Group Statistics						
	Gender	N	Mean	Std. Deviation	t-value	Remarks
Emotional Quot.	male	32	72.28	10.702	.033	NS*
	female	81	72.21	10.236		

(The table value of 't' at 5% level of significance is 1.96)

From the above table 1.1 it is inferred that the t-value is 0.33 which is less than the table value at 0.05 level of significance. Null hypothesis is accepted meaning that there is no significant difference in mean scores of Emotional Quotient between female and male senior secondary teachers.

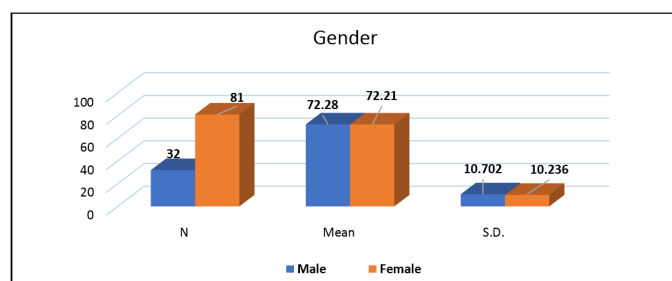


Fig 1.1: N, Mean and Standard Deviation (SD) of Female and Male Secondary School teachers

Ho2: There is no significant difference in the Emotional Intelligence of secondary school teachers of Patna District on the basis of type of school

Group Statistics						
	Type of school	N	Mean	Std. Deviation	t-value	Remarks
Emotional Quotient	Private	33	77.06	9.055	3.33	S*
	Govern	80	70.24	10.201		

(S* significant at 0.01 level of significance)

It is inferred from the above table that the calculated t-value is 3.33 which is greater than the table value at 2.59 at 0.01 level of significance. Thus, null hypothesis is rejected meaning that there is a significant difference in mean scores of Emotional intelligence between private and government senior secondary school teachers.

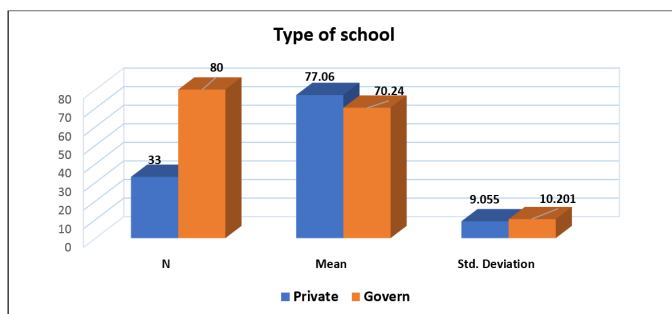


Fig 1.2: N, Mean and Standard Deviation (SD) of private and government Secondary School teachers

Ho3: There is no significant difference in the Emotional Intelligence of secondary school teachers of Patna district on the basis of teaching experience

Group Statistics						
	Teaching Experience	N	Mean	Std. Deviation	t-value	Remarks
Emotional Quotient	Less than one year	46	75.39	9.535	2.77	S*
	More than one year	67	70.06	10.347		

(S* significant at 0.01 level of significance)

It is inferred from the above table that the calculated t-value is 2.77 which is greater than the table value 2.59 at 0.01 level of significance. Thus, null hypothesis is rejected meaning that there is a significant difference in mean scores of Emotional Intelligence between less experienced secondary school teachers and more experienced secondary school teachers.

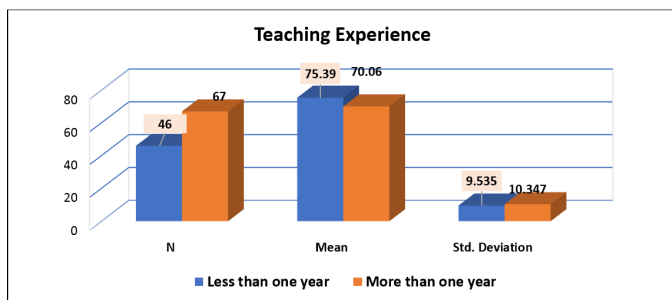


Fig 1.3: N, Mean and Standard Deviation (SD) of less experienced Secondary School teachers and more experienced Secondary School teachers

RESULTS AND DISCUSSION

- Table 1 reveals that there is no significant difference in mean scores of Emotional Quotient between female and male senior secondary teachers. This may be due to the reason that both male teachers and female teachers are more exposed to challenges in their field and show stronger commitment to overcome them.
- Table 2 reveals that there is a significant difference between mean scores of Emotional Intelligence between private and government senior secondary teachers. Teachers of government schools exhibit a high level of emotional intelligence as compared to private schools. This may be

due to the fact that Government school teachers typically enjoy greater job security, fixed salaries, and assured benefits such as pensions and paid leaves. This stability reduces work-related stress, allowing them to develop better emotional regulation and resilience.

- Table 3 reveals that there is a significant difference in mean scores of Emotional Intelligence between less than 1 years teaching experience and more than 1 years of teaching experience. It has been observed that less than 1 years of educational experienced teachers has better emotional intelligence than more than 1 years educational experienced teachers. New teachers are often recent graduates of teacher training programs, where they have been exposed to contemporary teaching methodologies, emotional intelligence development, and classroom management strategies.

Recommendations

Based on the findings of the study on the emotional intelligence of secondary school teachers concerning their gender, types of school, and teaching experiences, the following recommendations are suggested:

- Emotional Intelligence Training:** Schools should conduct regular workshops and professional development programs focused on enhancing teachers' emotional intelligence (EI). This can help them manage stress, improve classroom interactions, and foster a positive learning environment.
- Gender-Specific EI Support:** If significant gender differences are observed in EI, tailored support programs should be designed to address specific challenges faced by male and female teachers in handling emotions and interpersonal relationships.
- School-Type-Based Strategies:** Since the type of school (government, private, aided, or unaided) may influence emotional intelligence, school administrators should implement policies that promote a supportive work environment, ensuring that all teachers—regardless of school type—receive equal access to EI development programs.
- Experience-Based Interventions:** Schools should recognize the varying EI levels across different experience levels and introduce mentoring programs where experienced teachers can guide less experienced colleagues in emotional regulation and classroom management.
- Incorporation of EI in Teacher Training:** Teacher training institutes should include emotional intelligence as a core component in their curriculum, equipping future educators with the skills necessary for effective teaching and student engagement.
- Regular EI Assessment:** Schools should assess teachers' emotional intelligence periodically and provide constructive feedback, ensuring continuous personal and professional growth.
- Supportive School Environment:** Administrators should create an emotionally supportive school culture by fostering open communication, reducing work-related stress, and promoting collaborative problem-solving among teachers.

CONCLUSION

The study highlights the crucial role of emotional intelligence in the teaching profession and its association with gender, school type, and teaching experience. Findings suggest that emotional intelligence is a key factor in teachers' professional effectiveness, impacting their ability to manage stress, interact with students, and maintain a positive classroom environment.

Gender differences in EI, if present, suggest the need for targeted professional development strategies. Similarly, differences based on school types indicate that institutional support structures play a vital role in shaping teachers' emotional well-being. Additionally, the variation in EI across teaching experience levels underscores the importance of ongoing emotional intelligence development throughout a teacher's career.

By implementing emotional intelligence training, fostering supportive school environments, and integrating EI into teacher training programs, educational institutions can enhance teachers' well-being and professional effectiveness. A well-balanced emotional intelligence framework can ultimately contribute to improved teaching-learning experiences, benefiting both educators and students in the long run.

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